

**INTERNAL FACTORS INFLUENCING INSTITUTIONALIZATION
OF ISO 9001:2008 QMS IN THE MANAGEMENT OF
UNIVERSITIES: A CASE OF MASENO UNIVERSITY**

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DECLARATION

This research report is my original work and has not been presented for a degree in any other University

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DEDICATION

I dedicate this work to my wife Joyce Maritim, our children, Anita Chemutai, Miguel Kipyegon and Heinrich Kiprono.

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LIST OF ABBREVIATIONS AND ACRONYMS

CUC	Chuka University College
ISO	International Organization for standardization
QMS	Quality Management Systems
QP	Quality Policy

ABSTRACT

The universities are under pressure to adopt and put in place Quality Management and Quality Management Systems. The study investigated internal factors perceived to be influencing institutionalization of ISO 9001:2008 QMS in the Management of Universities: A case of Maseno University. The objectives of the study were: to establish the influence of university management's commitment in institutionalization of ISO 9001: 2008 QMS; to determine the contributions of quality procedures towards institutionalization of ISO 9001:2008 QMS; to establish the roles of quality policy on institutionalization of ISO 9001:2008QMS; to identify the challenges the university faces in institutionalization of ISO 9001:2008 QMS. The study was guided by institutional theory which considers the processes by which structures, rules, norms and routines become established. It adopted a case study design. The study targeted Maseno university students and employees totaling 9,500. The sample of 378 students and 344 employees was sampled using random sampling. Two sets of questionnaires were used, one for the employees and the other for the students. Also an interview guide for the management representative was also used to collect data. To determine content validity the questionnaire was ascertained through an approval by the senior academic staff of the department of Educational Administration and Planning, University of Nairobi. A pilot study was carried out to check the clarity and completeness of the data collection instrument. The reliability of the instruments was determined using Pearson moment coefficient and the correlation coefficient of 0.52 for the students, 0.92 for the employees which was considered reliable. Descriptive statistic such as percentages and frequencies were used to analyze data. The findings of the study indicated that 64.34% of the employees and 61.06% of the students agree that the university management commitment has influenced institutionalization of the ISO 9001:2008 QMS. 52.17% of the employees agree that quality procedures are readily accessible at the place of work. The study also revealed that majority of the employees 83.47% indicated that quality policy is in place to define quality. Most of the students 61.06% agreed that quality policy makes staff committed to serving students. 35.65% of the employees agree that ISO based QMS is bureaucratic, 37.39% of the employees perceive ISO based QMS to be time consuming. 39.06% of the employees indicated that it is not relevant to university. The following are the conclusions of the study; the university management commitment is important in the process of institutionalization of ISO 9001:2008 QMS, quality procedures contribute towards institutionalization process, quality policy in the university enhances employees' commitment towards duty. The management commitment is seen through employee inspiration, support for ISO based QMS activities and practicing ISO requirements. It was also found out that the quality procedures are readily accessible at the university. The findings

of the study indicate that there is an elaborate quality policy in place which enhances commitment towards duty among the employees consequently influencing institutionalization of ISO 9001:2008 QMS. A number of challenges were found out facing the university in institutionalization which include: poor change management, favouritism in selection of employees for ISO training, non involvement of employees and students, poor coordination between departments. Based on the research findings the study recommends that the university management should develop a mechanism of translating the management commitment into individual employees commitment in order to successfully institutionalize the quality management system: the university should tailor the quality procedures to suit the needs and processes of the different departments: the university should establish difficulties facing the employees in translating quality policy into realizable work related goals: lastly the university should establish a mechanism of detecting the challenges of institutionalization of ISO 9001:2008 QMS.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Management of universities has witnessed adoption of management practices with a lot of emphasis on the use of quality management systems that are globally recognized. The approaches for quality management have indeed changed the practice of modern management for the better. Wadsworth (2004) defined quality system as the collective plans, activities and events provided to ensure that a product, a process or services will satisfy given needs. Quality management system on the other hand is a management system to direct and control an organization regarding quality. According to Waswa F. and Swaleh, S. (2012) pressure from powerful interest groups for universities to adopt quality management are evidently mounting and a number of universities globally have put in place quality management systems to address quality management. Firstly the internationalization of universities and move by some universities to market their courses in overseas countries is fueling the adoption of quality management practices in the management of universities.

According to Williams (2007) management is getting work done through people. A manager performs planning, organizing, leading and controlling functions. Managers in organizations such as universities therefore have to be concerned with efficiency and effectiveness in their

organizations. The nature of management is to coordinate others to cope with diverse and far reaching challenges through the application of the elements of organizational behaviour and the effective management of people which take place in the context of the wider environmental setting (Mullins, 2012).

With quality being the major focus of organizations throughout the world, standards and guidelines for measuring quality have been developed and institutionalized. A specialized agency for standardization, the International Organization for Standardization (ISO) was established to coordinate international family of standards in different aspects, of significant interest is the ISO 9000 family of standards. ISO 9000 defines quality system standards based on the premise that certain generic characteristics of management practices can be standardized. The International Organization for Standardization took unique approach in adopting the “ISO” prefix in naming the standards. ISO is a scientific term for equal. Therefore organizations certified under the ISO 9000 standards are assured to have quality equal to their peers (Lindsay, 2008).

ISO 9000 series is the world major quality standard which was first published in the United Kingdom in 1979 (Sallis, 2002). It developed into an international standard in the 1980s and it's mainly concerned in the quality management. The international organization for standardization is an international agency consisting of 163 members

formed in 1947 and it is based in Geneva, Switzerland. The ISO 9000 family of standards has four primary standards namely:- ISO 9000: 2005, ISO 9001: 2008 and ISO 19011: 2002 each with specific purpose. ISO 9001: 2008 was introduced in November 2008 to replace the ISO 9001: 2000 which specified quality management system requirements necessary to provide assurance of the quality of products and services supplied to customers (Arora, 2007). The ISO 9001: 2008 enables an organization to identify, measure, control and improve the various core business processes that will ultimately lead to improved performance. ISO 9001: 2008 is referred to as a quality management system because it is concerned with true management of the organization beyond written procedures that are expected to guide processes and activities of the organization. It provides a link to organizational strategy and the competitive environment through its requirements for leadership by top management, customer satisfaction, measurable objective and training.

The application and institutionalization of ISO standards in U.S universities has a different perspective. ISO QMS standards compete with other U.S based established standards such as Malcom Baldrige criteria. Grant (2004) observed that some U.S universities develop their own total quality management approaches as is the case with Oregon University. In English universities the decision to develop the quality system was a management decision with little consultation with the employees which drew complaints from both the employees and union leaders.

The areas of Australian Catholic University where institutionalization of quality management procedures has been less successful are the administrative units because the administrative services are stretched across multiple campuses which is indication that for quality to be fully incorporated in the institution's processes there must be a real engagement of employees at all levels, an engagement which arises from a sense of empowerment by the employees (Dyanan, 2001).

In Kenya's higher educational institutions a number of Universities are ISO certified. They are Nairobi, Jomo Kenyatta, Kenyatta, Moi, Egerton and Maseno Universities. The University of Nairobi has to a very great extent provided evidence of its commitment to the development and implementation of the University of Nairobi's QMS as part of effort to institutionalize and maintain QMS based on ISO (Magutu, 2010).

Maseno University is a premier institution of higher learning in the lake region with an advantage of its close proximity to a wider East African market. It is ISO certified meaning the university processes, activities, policies conforms with ISO 9001: 2008 Quality Management Standards making the university an effective competitor in the competitive environment. It is also rapidly expanding by establishing satellite campuses, developing unique programmes. Therefore it is of interest to study the progress of institutionalization of ISO based QMS in Maseno University.

Organizations operate in environment which influences their operations. There is internal and external environment both shaping the operations of the organization, however internal environment is significant to the organization in the sense that it falls within the domain of management. A number of elements within an organization constitute the organization's internal environment. They include managements commitment to strategic goals, nature of incentives provided to energize the human resources, nature of communication, documented policies and procedures to provide work related directions in order to meet the strategy. The implementation and subsequent successful institutionalization of ISO 9001:2008 QMS in Maseno University is a subject of varied internal factors such as the University management's commitment, contribution of quality procedures and quality policy. They are the core internal factors which determine the success in the process of implementation of ISO 9001: 2008 based QMS.

1.2 Statement of the problem

The relevance and competitiveness of universities in the dynamic global knowledge market calls for the implementation of quality management practices of international standards argues Waswa et al (2012). Universities in Kenya are pursuing the ISO certification as a proof of quality management systems. Secondly, the National Strategy for University Education 2007 -2015 advocates for the expansion of universities to meet the growing demand for higher education an

expansion which must be accompanied by quality development and management.

Universities are implementing quality management practices so as to remain competitive. However, QMS implementation requires coordinated approach because universities are systems with clearly linked activities and processes. For ISO based QMS to guarantee quality management of universities the process of institutionalization needs to be appreciated. This is the process which goes beyond formal launch of ISO certification and recognition. Assuming that in a case of university which launched ISO based QMS two years ago, what are the factors which makes the employees of the university in question to be happy or unhappy of the implemented ISO based QMS. The process in which new management model introduced is successfully dove-tailed into existing institution's network of actors and activities is what constitute institutionalization process. The process of institutionalization of a quality management system in the University is a function of number of factors.

Factors for the implementation of ISO based QMS differs from the factors the process of institutionalization of ISO 9001:2008QMS in the entire university systems. Institutionalization of ISO based QMS is the function of internal systems and actors of any institution. There is therefore a need to investigate the internal factors influencing

institutionalization of ISO 9001:2008 QMS in the management of universities, a case of Maseno University.

1.3 Purpose of the study

The purpose of the study was to investigate internal factors influencing institutionalization of ISO 9001:2008 QMS in the management of universities in Kenya. The case of Maseno University.

1.4 Specific objectives

The study was guided by the following specific objectives:-

- i) To establish the influence of university management's commitment in institutionalization of ISO 9001: 2008 QMS.
- ii) To determine the contributions of quality procedures towards institutionalization of ISO 9001:2008 QMS.
- iii) To establish the roles of quality policy on institutionalization of ISO 9001: 2008 QMS.
- iv) To identify the challenges Maseno university faces in institutionalization of ISO 9001: 2008 QMS

1.5 Research questions

The study was guided by the following research questions:-

- i) How does the university management's commitment influences institutionalization of ISO 9001: 2008 QMS?

- ii) What are the contributions of quality procedures in the institutionalization of ISO 9001: 2008 QMS?
- iii) What are the roles of quality policy in institutionalization of ISO 9001:2008 QMS?
- iv) What are the challenges Maseno university faces in institutionalization of ISO 9001: 2008 QMS?

1.6 Significance of the study

The study findings may be used by the management of public universities to identify and plan training on ISO. It may also be used to revise and refine quality policy and procedures in institutions of higher learning which are ISO certified to enhance quality management in those institutions. It may also be used to ascertain students and other customer's satisfaction with regard to ISO certification of university. Also the study findings may enable the university to audit academic process leading to production of quality graduates. It may also be used by the Ministry of Education in auditing the progress of ISO institutionalization in the university. The findings of the study may also be used by the international organization for standardization to evaluate and monitor the implementation and institutionalization of ISO 9001:2008 QMS in institutions of higher learning in Kenya. Lastly, the study findings may be used as a basis for further research on ISO standards institutionalization and quality management in other universities.

1.7 Limitations of the study

Limitations are factors beyond control of the researcher which may affect the study (Mugenda and Mugenda 2003). The purpose of ISO 9001:2008 QMS as a tool of management and the purpose of the study was explained to the selected employees and students prior to the data collection with an intention of reducing the attribution of Maseno University employees and students towards ISO 9001:2008 QMS. Also during the period of data collection only the second years were in session. Necessary measures were put in place to reduce the effects of the limitations on the study.

1.8 Delimitations of the study

It is also referred to as the scope of the study. It was basically concerned with the internal factors influencing institutionalization of ISO 9001:2008 QMS in the management of universities, the case of Maseno University, targeting 9500 employees and students of Maseno University. The data was collected through two sets of self-administered questionnaires and an interview guide.

1.9 Assumptions of the study

The researcher assumed the following –

- i. The respondents were cooperative in giving honest answers to the questionnaire items.

- ii. The respondent understood ISO 9001:2008 QMS and related policies and procedures.
- iii. The management of Maseno University allowed the researcher to conduct the study.

1.10 Definition of Significant terms

Competitiveness refers to universities with strong quality culture to compete with her peers.

Documented quality procedures refers to university's written description of the interaction between the processes of QMS which must be accessible and understood by the university employees.

Efficient management refers to management approach which encourages production, performance with minimum waste.

Influencing refers to a factor or an element within an organization which directly have a bearing on other organizational elements especially in the university.

ISO 9001:2008 refers to a component of ISO 9000 family of standards which specifies requirements for quality management systems applicable to all organizations which public universities are adopting.

Institutionalization process refers to the process through a period of time throughout all areas in university activities, processes and

associated attitudes of employees ISO based QMS are fully incorporated into the daily work pattern in the daily operations of the universities.

Internal factors refers to those factors within and established within the university which governs the general performance of the university and are directly sanctioned by the university's strategic and policy frameworks.

Management refers to the process and officers managing universities.

Quality Management Systems refers to university management systems to direct and control the university with regard to quality in the management of university.

Quality procedures refers to series of actions specified in ISO standards to guarantee quality in ISO certified institutions/universities.

Quality policy refers to the university's true definition of what constitutes quality so as to make employees understand that their job affects products, service quality.

1.11 Organization of the study

This study was organized into five chapters. Chapter one is introduction which details background to the study, statement of the problem, purpose of the study, specific objectives, research questions, significance of study, limitations, delimitations, assumptions and definition of significant terms. Chapter two entailed literature related to the study

which details concept of institutionalization, theoretical framework, conceptual framework and the summary of literature review.

Chapter three consisted of an introduction to research methodology, the research design, target population, sample size and sampling techniques, research instruments, methods of data collection, validity and reliability of the research instruments and data analysis procedures. Chapter four dealt with data analysis, interpretation and discussion while chapter five focused on summary of the findings, conclusion , recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review is guided by the American Psychological Association and reviews existing global literature on the internal factors influencing institutionalization of ISO 9001:2008 Quality Management Systems in the management of universities. Particularly it focuses on contributions of quality procedures towards institutionalization of ISO 9001: 2008 QMS. It set to establish the influence of quality policy and the University Management's commitment in the institutionalization of ISO 9001: 2008 QMS. The challenges which universities faces in institutionalization of ISO based QMS was also be part of the review. The internal factors and institutionalization of ISO 9001: 2008 are the pillars of the study both constituting independent and dependent variables respectively.

2.2 Concept of institutionalization of ISO 9001:2008 QMS

Management practices in an organization must always enjoy jig-saw-fit engagements. New management practice should be aligned with existing common practices within an institution so as to make the new management fashion to become an institution through the process of institutionalization (Perkmann and Spicer, 2008). Universities are examples of institutions with strong regulative frameworks. Quality Management Systems serve as forms of managerial regulative

frameworks through which efficiency and effectiveness in the management of universities can be guaranteed. Institutionalization therefore implies the process of establishment of rules, norms and procedures that are accepted by everyone in an institution.

2.3 Influence of university management's commitment on institutionalization of ISO 9001: 2008 QMS

Top management commitment and participation in laying down university objectives, policies and procedures on quality management is paramount. The management in universities includes vice chancellors, their deputies, deans, departmental heads, and college principals. Mandal (2011) identified distinct roles of management in quality improvements as providing leadership in policy, strategy –making and inspiring the people working under them to achieve set goals. Grant (2004) stated that the approaches taken by the management in implementation of quality initiatives in higher education institutions is crucial.

The approach the management use to engage the employees will determine the degree to which a QMS will be institutionalized successfully. However in many respects the engagement of employees by the management is never a formal decision but a function of management style. Dilshad, Hameed and Malik (2012) however point that the long term commitment to quality by the top management is key to success of the quality movement which should be reflected by high

importance given by the management to quality, consistency in quality improvement policies and resource allocations for quality initiatives. This should go beyond policy framework should be complemented by an understanding of organization culture so as to create an alignment between quality commitments with the overall organizational culture.

Charting the course of the university as an enterprise requires effective or quality leadership to inspire a whole –hearted commitment to quality initiatives among employees (Anyamele,2005). It is important to note that commitment to quality initiatives is not the only factor in nurturing commitment to quality but a product of interplay of a number of variables such as morale of the employees, training on new management practices and proper change management. Weimerskirch and George (1998) highlighted that senior managers in an institution are the system’s gate keepers and it is only when they open the ‘gate’ to cultural change so that the transition to new management initiatives can begin.

2.4 Contributions of quality procedures towards institutionalization of ISO 9001:2008 QMS.

There are mandatory ISO 9001: 2008 QMS procedures which an organization certified must document. These are control of documents, control of records, internal audit, control of non-conforming products, corrective actions and preventive action. The procedures required by an organization will however depend on the size and complexity of the organization (Kaziliunas, 2010). The documented quality procedures of

an institution is the integral part of a QMS because the documented procedures establish the processes that make sure that everything is being performed in accordance to ISO 9001:2008 QMS requirements. They explain what is required to be done by employees in their everyday tasks.

The ISO 9001:2008 QMS procedures explain in detail who does what, when and where and make clear reference to instructions with defines how an activity or part of a process is performed cites Karapetrovics, Rajamani and Willborn, 1998. Therefore procedures are a step-by-step instructions for accomplishing institution's objectives. Since institutionalization is a process, clearly articulated procedures and instructions in performance of a given institutional process will contribute towards institutionalization of a quality management system in an organization.

It also difficult to accept the argument that procedures and instructions on a given activity can be prepared universally. It also generally accepted that procedures and instructions must be prepared in line with university policies particularly quality policies. In case the quality policies are not well prepared then the procedures and instructions derived from them may frustrate the process of quality management in the university and by extension institutionalization process.

The QMS operative procedures facilitates greater control in an organization agreed (Fuente, 2009). Through this the activities of the

institution can be tailored towards provision of quality service which is an element of quality management desired by any quality management system including ISO based QMS. Orthabar (2008) disagrees that for an organization to prepare an effective and sustainable QMS then additional documentation is required which may complicate work processes and procedures. This is due to the fact that the employees need to make constant references to voluminous documents bearing procedures notwithstanding the fact that instructions and procedures ensure that the processes use for managing the basic functions of an organization are performed the same manner regardless of personnel changes. Procedures and instructions coordinate the activities of various people implementing a given assignment.

According to Michalska (2009) the ISO 9001: 2008 QMS which became implemented, documented assures the supervision over the whole university and make possible the efficient management, monitoring and improvement of all processes and elements which contributes towards quality service or product. Though documentation of procedures is a clear requirement of the implementation of ISO based QMS the element of supervision will serve to make the process of implementation very expensive especially in terms of supervisory personnel costs, hence once the cost of implementing is high, the process of institutionalization of ISO 9001:2008 QMS may fail.

2.5 Roles of Quality Policy in institutionalization of ISO 9001: 2008 QMS

The quality policy of an organization shapes the approach of organization towards its customers. It establishes organization commitments to quality, continual improvement and the larger context of quality objectives. Quality policy expresses the quality objectives and the acceptable level of quality of a process activity in the university (Arora, 2007).

The entire process and practice of quality management in university take place in the broader context of strategic plans and policies more particularly quality policies. Nyaoga (2007) explains that the University of Nairobi to a very great extent has ensured that the quality management policy is appropriate to its purpose and provides the framework for establishment and reviewing quality objectives. A QMS therefore works where there are clear objectives to provide clear pathway. Objectives need to be relevant to the quality management aspirations of an organization. Regular review of objectives ensures relevance and this needs to be done within broader global sectoral quality management trends. The Quality Policy the Chuka University College QMS Manual clearly articulates that the QP shall be communicated to the entire Chuka University College fraternity. Communication of the CUC quality policy shall be achieved through but not limited to visual display at strategic areas, awareness sessions and team meetings. The quality policy should be continually reviewed so as

to remain suitable to the institution's quality management's aspirations (Michalska, 2009)

It is of significance that the quality policy is communicated so that the employees can internalize the quality objectives. However communication of the quality policy and quality objectives should be accompanied by the communication of possible quality results so that the employees own the university quality policy. The Catholic University of Eastern Africa's quality policy uniquely states that it shall be witnessed, implemented, monitored, communicated and reviewed at least every two years for continual suitability. It's incumbent upon an ISO certified institution to set up communication mechanisms to facilitate "productive" communications of quality policy which will facilitate understanding and internalization of quality policy by the users of ISO based QMS.

2.6 Challenges facing Universities in Institutionalization of ISO 9001: 2008 QMS

A number of studies have been conducted in the implementation of ISO based QMS and related challenges. However, there is currently little understanding on challenges particularly facing universities when in institutionalizing ISO standards. According to Dynan (2001) ISO based QMS is a bureaucratic driven process with a lot of paper work and routines. Although bureaucracy can slow creativity in an institution, quality systems of international standards are beyond individual

creativity because there are clear guidelines accompanying quality systems which only need tailoring and institutionalization. Secondly persuading busy academic employees to give time and energy to the systematic implementation of quality management protocols is tedious and by extension this can certainly influence institutionalization.

The challenge of applying industry based standards as well as identifying quality dimension to Higher Education can pose a real challenge to the process of institutionalization of ISO 9001: 2008 QMS in the university. There no studies and findings as to whether institutionalization of industry based standards can be influence by the bureaucratic obstacles. Kaziliunas (2010) alludes to the fact that knowledge –based organizations would enjoy ISO certification, while the more organic and tacit knowledge based organization would experience tensions arising from the lack of “jig-saw-fit”. Universities exhibit unique characteristic in respect to knowledge. They have both academic and seasoned administrative/management employees. Seasoned academic management specialist can facilitate institutionalization in the universities although they lack practice since they are strongly grounded on theory. Other challenges and obstacles to development of successful quality programme include lack of adequate infrastructure and failure to start small writes Kaziliunas (2011). The crucial infrastructure which is key to development of a quality programme is the commitment by the employees. Financial and material infrastructure alone may not be a guarantee to development and

institutionalization of ISO based QMS. Li –fang (2006) identified environmental challenges affecting institutionalization of ISO based QMS in the IT industry such as environmental challenges comprising of cost and time. The dimensions of QMS vary with variation in industry. Environmental challenges such as cost and time are unique to IT industry which may have no significant in educational institutions especially universities (Li –Fang, 2006).

2.7 Summary of literature review

A number of works on ISO 9001:2008 QMS clearly articulates certification, implementation of ISO based QMS. Firstly, management’s commitment influence in create to necessary environment conducive for the implementation and sustenance of ISO certification in institutions are clearly given. However the explicit role of management on institutionalization is lacking. Also literature of documented procedures accompanying ISO 9001: 2008 standard are widely available but it is not known the contributions of the same over time in sustaining the process of institutionalization of ISO 9001:2008 QMS in the university setup, similar case is with communicated quality policy. In the United States of America universities ISO QMS standards competes with Malcom Baldrige standards while other universities develop their own standards (Grant et. al 2004). This makes it difficult to compare Kenyan universities to their US counterparts. In Australia institutionalization of quality management procedure is less successful in the administrative units (Dyanan et. al 2001). Therefore clear that there is a knowledge gap

on the role of internal factors in institutionalization of ISO 9001:2008 QMS in Maseno University.

2.8 Theoretical frame work of the study

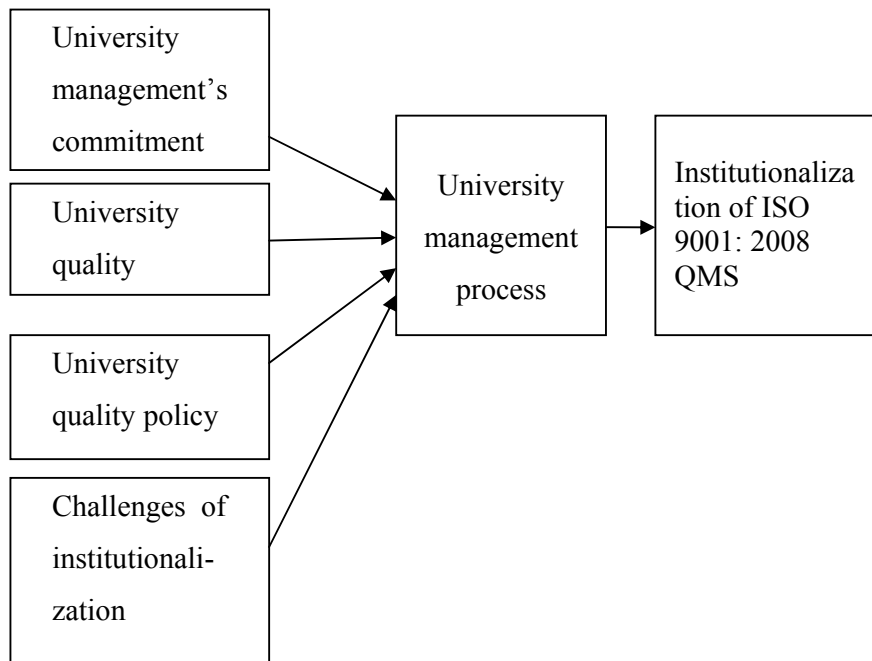
A theoretical framework is a collection of interrelated ideas based on theories that attempt to explain and clarify specific phenomena in question (Borg and Gall 1996). The study was guided by institutional theory. The proponents of the theory are DiMaggio and Powell. The theory was first used in the 1980s, but improvements to the theory in 1990s saw the emergence of new institutionalism. The theory focuses on the deeper and resilient aspect of social structures. It considers the processes by which structures, rules, norms and routines become established as authoritative guidelines for social behaviour. New institutionalism focuses on institutions as independent variables and in properties of supra-individual unit of analysis. Among the tenets of the theory is that individuals are creatures of habits, groups as controlled by customs, and society as organized around culture. Institutions according to this theory are products of the process of institutionalism. Institutions are structured in a manner to realize institutional objectives envisioned in the vision. The vision of an institution is shaped by the environment within which it operates. Consequently, making the management of institutions to adopt standards which can guarantee quicker realization of objectives, hence a study on internal factors influencing institutionalization of ISO 9001:2008 QMS. The main weakness of the theory is its inability to clarify roles of single actors in shaping common

norms, routines. However the theory is appropriate for the study in the sense that increasing globalization is having a lot of effects on institutions particularly the higher institutions of learning, the universities.

2.9 Conceptual framework of the study

A conceptual framework helps to explain graphically in a narrative form, the variables that are to be studied as well as the relationship between them (Mutai, 2000). This study was concerned with internal factors influencing institutionalization of ISO 9001:2008 QMS in the management of universities. A Case of Maseno University.

Figure 2.1 Relationship between internal factors and institutionalization of ISO 9001: 2008 QMS



The process of institutionalization of ISO 9001:2008 QMS links the entire university internal environment which constitutes internal factors in question which over time results in gradual institutionalization of ISO based QMS in the university. The inputs in the process of institutionalization are the university management commitment, quality procedures, and university quality policy. The management process ultimately results in successful institutionalization of ISO 9001:2008 QMS which will be reflected through nurtured competitiveness of the university, quality and timely service provision.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in carrying out the study. A detailed description of the following is provided; research design, target population, sample size and sampling procedures, data collection procedures, validity and reliability of instruments and data analysis technique.

3.2 Research Design

Orodho (2003) defines a research design as the scheme, outline that is needed to generate answers to the research problems. Further, according to Mutai (2000) a case study is a small scale pointed and specific research indication for a specific research undertaken for a specific research undertaken for a specific purpose. The study was concerned with internal factors influencing institutionalization of ISO 9001:2008 QMS in the management of universities, a case of Maseno University. The study adopted a case study design which formed an in-depth study of internal factors within a selected case.

Maseno University was chosen due to its advantage in terms of proximity to East African member countries making it a likely regional cum international University. According to Borg et al (1996), a case study is done to shade light on a phenomenon, which is the processes,

events. This design was appropriate since an indepth analysis of case constituting an institution was necessary to understand the internal factors behind institutionalization of ISO 9001:2008 QMS particularly the internal factors.

3.3 Target population

Kombo and Tromp (2006) outlines that population is a group of individuals, objects or items from which samples are taken for measurement. Mugenda et al (2003) argue that target population is the entire group of individuals, events or objects with common observable characteristics.

The study targeted 7500 students and 2000 employees of Maseno University all totaling 9500. This number includes 1,600, first years, 1,600 second years, 1,900 third years, 600 post graduate students, 800 teaching and 1,200 non teaching staff. One management representative was interviewed (Maseno Registry, 2011).

Table 3.1 Sampling Frame

		Target population	Sample
No of students	1 st Years	1,600	-
	2 nd years	1,600	200
	3 rd years	1,900	118
	4 th years	1,800	-
	Post graduate	600	60
No. of employees	Teaching	800	31
	Non-teaching staff	1,200	313
Total		9,500	722

3.4 Sample size and sampling technique

According to Wiersma (1995) a sample is a small population of the target population selected systematically for the study. The sample is selected for a larger population for the purpose of a case study. Sampling is a procedure a researcher uses to gather people, places or things to study (Kombo and Tromp, 2006). To determine the sample from the target population random sampling method was used using the Maseno University register availed by administration both for the employees and students. This technique was convenient in the sense that all the subjects identified had equal chances of being selected because only the even numbers were picked from the target population. For students the researcher familiarized himself with five former students of the researcher.

For the employees the researcher sought the assistance from the personal assistant to the vice chancellor who designated the finance officer to guide the researcher conduct sampling. To minimize sampling errors occasioned to this method of sampling the researcher ensured that only the even numbers for both the students and the employees were strictly selected and the purpose of the study was explained to the finance officer prior to sampling of the employees.

Sample size determination for the students

Formula

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{7000}{1 + 7000(0.05)^2}$$

$$n = 378$$

where

n = Sample size

N = Target population

e = The level of precision

The total number of students sampled was 378.

Sample size determination of the employees.

Formula

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{2500}{1 + 2500 (0.05)^2}$$

$$n = 344$$

Where

n = Sample size

N = Target population

e = the level of precision

Source: Gall, M.P., Borg, W.R., Gall, J.P. (2003)

The total number of employees sampled was 344.

Non-probability purposive sampling was used to select the sample from the target population. The researcher decided who to include in the sample so as to collect focused information. The technique saved time and catered for the employees and students who were out of the University during the data collection period.

3.5 Research instruments

Two **questionnaires** were used as the tools for gathering data. According to Gatara (2010) a questionnaire is an important tool for the social scientist. They were chosen because they are less expensive and save time and money. They were also used because the target population is literate and the information being sought can be easily described in writing. Both questionnaires for employees and students had five parts, part one was used to collect data on demographic characteristic. Part two was used to collect data on university management commitment; part three was used to collect data on the contribution of university quality procedures towards the same. Part four was used to collect data on the role of quality policy, part five was used to collect data on the challenges of institutionalization of ISO 9001:2008 QMS. This was motivated by the fact that the target population is literate and the information being sought can be easily described in writing.

An **interview guide** was used to interview a management representative was used of Maseno University. It involved the preparation of an

interview guide that lists a predetermined set of questions that are to be explored during an interview (Rukwaro, 2007). A management representative in charge of ISO secretariat in Maseno was interviewed by the researcher on the process of institutionalization of ISO 9001:2008 QMS. The authority to interview him was obtained from the office of the vice chancellor. Six items on the interview guide were prepared in line with study objectives.

3.6 Validity of the data collection instrument

Validity refers to the extent to which an instrument measures what it purports to measure (Mutai, 2000). The questionnaires content validity was ascertained through an approval by senior academic employees of the Department of Educational Administration and Planning, University of Nairobi. The validity of the data collection instruments was ascertained prior to the actual data collection. This also applied to the reliability of the data collection instruments. Permission was sought from the management of Maseno University. A pilot study was carried out which involved the participants who later did not participate in the main study. The sample size for the pilot study was 10 students and employees respectively which was done purposely at the main campus, Maseno University.

3.7 Reliability of the instruments

Reliability is the measure of the degree to which a research instrument yields consistent results (Mugenda and Mugenda, 2003). To ensure that the instruments were reliable, a pilot study was conducted before the

actual study took place. To test reliability of the data collection instruments, a test-retest method was used which involved administering the questionnaires twice within a period of two weeks after which the responses in the two sets were correlated. Through the use of Pearson's product moment, the correlation coefficient was computed in order to establish the extent to which the content for each questionnaire was consistent in giving the same results every time the questionnaire was administered.

$$r_{xy} = \frac{\sum (\bar{x}-x)(\bar{y}-y)}{NS_xS_y}$$

Where

x = is the score of a person on one variable.

y = is the score of a person on the other variable.

\bar{x} = is the mean of the x distribution.

\bar{y} = is the mean of y distribution.

S_x = is the standard deviation of x scores.

S_y = is the standard deviation of y scores.

N = is the number of scores within each distribution.

According to Gay (2003) a coefficient of 0.70 is considered adequate but the coefficient of 0.80 is good. The value obtained in the study was 0.52 and 0.95 for the student and employees respectively.

3.8 Data collection procedures

The researcher sought permission from the National Council of Science, Technology and Innovation before conducting the research. The researcher then paid a courtesy call to Maseno University, Vice Chancellor and explained the intention to carry out the research. According to Lester D., Lester, J. (2010) the person administering the instrument has to establish a rapport, explain the purpose of the study and the meaning of items that may not be clear. the respondent were assured that a strict confidentiality would be maintained.

3.9 Data analysis techniques

The researcher sorted and edited the returned questionnaires to ensure completeness by checking those unfilled and the poorly filled questionnaires. Data was then coded and entered using Statistics Programme for Social Science. Descriptive statistics such as percentages were used to analyze quantitative data and was presented as tables and figures.

Qualitative data was analyzed by organizing the data into themes or topics guided by research objectives and then established the relationship among these themes.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, presentation, interpretation and discussion. It starts with questionnaire response rate, general information of the respondents, influence of university management commitment, contribution of quality procedure, roles of quality policy and followed by the challenges of institutionalization of ISO 9001:2008 QMS. The work is organized based on the four research objectives raised for the study. Data is then presented in the form of frequency tables and figures where applicable. The presentation is based on data from employees and students' questionnaires and the interview conducted for the management representative.

4.2 Questionnaire return rate

Two sets of questionnaires were administered. One set of questionnaires were administered to the employees and another set were administered to students. The results are as shown on Table 4.1

Table 4.1: Questionnaire return rate

Respondents	Sample	Return	Return rate
Employees	344	115	33.3
Students	378	131	34.6
Total	722	246	67.9%

Although the response rate was poor it was satisfactory due to the fact that during the period of the study only second years were in session which meant that a number of employees were away from their offices. The respondents were quite cooperative and the exercise and the data collected was taken to be a true representation of the respondents' views. The questionnaire return rate in both categories was good enough for the study since a questionnaire return rate of (30%) is sufficient (Mugenda & Mugenda, 2003).

4.3 Demographic data

The respondents were asked to indicate their sex, age, years of experience, level of education and number of years worked in the university and for students they were asked year of study.

4.3.1 Gender of Respondents

According to Gneezy, Niederle and Rustichini, (2003) women may be less effective than men in competitive environments. ISO certified work environments are competitive for purposes that gender was included. Therefore respondents were asked to indicate their gender.

Gender of the employees

The employees were asked to indicate their gender. The results are shown in Table 4.2

Table 4.2 Gender of employees

Gender	Frequency	Percent
Female	55	47.8
Male	60	52.2
Total	115	100.0

From the Table 4.2 most (52.2%) of the employees who responded were males while highest proportion (47.8%) were females. The response on gender indicates the balanced representation of all genders in the university sections. Gender was included purposely to make sure no gender was over-looked during the study.

Students' Gender

Students were asked to indicate their gender. The results are shown in the Table 4.3

Table 4.3: Gender of students

Gender	Frequency	Percent
Female	31	23.7
Male	100	76.4
Total	131	100.0

The Table 4.3 reveals that majority of the students who responded were males constituting (76.4%) while (23.7%) were females. This may be attributed to the fact that during the period of data collection only the second years were in session.

4.3.2 Age of the Respondents

According to Glass (2007) three primary generations exists in the business world: Baby boomers, Generation X & Y, and each possessing unique characteristics which affect work ethics and relationships, how change is managed, and perception of organizational hierarchy. The introduction of QMS in the universities is a new management approach and for that purpose the respondent were asked to indicate their age so as to ascertain their perception on the new management practice in the university.

Age of the Employees

The employees were asked to indicate their age. The results are as indicated in the Table 4.4

Table 4.4: Age of the Employees

Age in years	Frequency	Percent
55 and above	8	7.0
45 -54	30	26.3
35-44	41	36.0
34-25	34	29.8
Below 24	2	1.74
Total	115	100.0

From the Table 4.4 the employees who responded were in the age bracket of between 35-44 years which constituted highest proportion (36.0%) while the age bracket 25-34 years constituted (29.8%) and 45-54 years constituted (26.3%) respectively.

Age of the Students

For purposes of knowing their ages in relation to their years of study, the students were asked to indicate their age. The results are as indicated in Table 4.5

Table 4.5: Age of the Students

Age in years	Frequency	Percent
35 - 44	1	0.8
25 – 34	8	6.1
15 – 24	122	93.1
Total	131	100.0

From the Table 4.5 majority (93.1%) of the students who responded were aged between 15-24 years which is the age bracket of majority of second year students in the university while on the contrary (6.1%) were between the ages 25-34 years who most likely were third years or post graduate students.

4.3.3. Years worked in the University

Experience is a prime source of learning in organizations Luo and Peng (1999). The employees were asked to indicate the number of years worked so as to know their experience in Maseno university. The results are as indicated in Table 4.6

Table 4.6: Years worked in the University

Years	Frequency	Percent
3 – 5	60	52.1
6 - 10	25	21.7
Over 10	30	26.08
Total	115	100.0

From the Table 4.6 most (52.1%) of the employees who responded have worked in the University between 3-5 years while (26.08%) have worked in the university for between 6 and over 10 years which means they fully understand the transition of the university from the implementation to institutionalization of ISO 9001:2008 QMS.

4.3.4 Employee level of Education

Learning organizations prioritizes employee professional development so as to create a pool of skills necessary to sustain an organization in a competitive environment (Luo et. al 1999). The employees were asked to indicate their level of education. This was intended to determine their

understanding of ISO 9001:2008 QMS. The results are as indicated in

Table 4.7

Table 4.7: Employee Level of Education

Level of education	Frequency	Percent
Diploma	53	46.08
Bachelors	31	26.95
Masters	26	22.60
Ph. D	5	4.34
Total	115	100.0

From the Table 4.7 highest proportion (46.08%) of the respondents hold Diplomas, while (26.95%) have Bachelors Degrees. This indicates that the majority of those who responded are employees who were duty within the university during the exercise.

4.3.5 Students year of Study

The students were asked to indicate their year of study. This would be helpful in conducting a purposive non-probability sampling as per the year of study. The results are as indicated in Table 4.8.

Table 4.8: Student Year of Study

Year of study	Frequency	Percent
Second	125	95.4
Third	5	3.8
Post graduate	1	0.8
Total	131	100.0

From the Table 4.8 majority (95.4%) of the students who responded are second years in the university which concludes that majority of the students in session were second years during the period of data collection.

4.4 To establish the influence of university managements commitment in institutionalization of ISO 9001:2008 QMS

Commitment by the university management entails a direct support towards institutionalization of ISO based QMS in the university by inspiring the employees supporting activities related to ISO implementation in the university and participation in ISO related training. The researcher examined the respondents responses on the influence of university management commitment in institutionalization of ISO 9001: 2008 QMS in Maseno University. The employees and students were asked how the university management commitment has influenced the process of institutionalization of ISO 9001:2008 QMS.

4.4.1 Employees response on the Influence of University Management’s Commitment in Institutionalization of ISO 9001:2008QMS

The employee were asked if the university management commitment influences the process of institutionalization. The results are as indicated in Table 4.9

Table 4.9: Influence of the University Management’s Commitment on Institutionalization

Response	Frequency	Percent
No	41	35.7
Yes	71	64.3
Total	115	100.0

From Table 4.9 majority (63.4%) of the employees agreed that the University Management’s commitment influences institutionalization of ISO 9001:2008 QMS. These agrees with Weimerskirch et al (1998) assertion that senior managers in an institution facilitate change and introduction of new management practices.

For the employees who responded YES, they were asked to indicate ways in which the university managers show their commitment and the results are as indicated in Tables 4.10, 4.11, 4.12, 4.13 and 4.14 respectively.

The employees who responded YES were asked if the university managers participate on ISO training activities, the results are as indicated in table 4.10.

Table 4.10: The management participate in ISO training activities

Response	Frequency	Percent
Strongly disagree	10	13.51
Disagree	4	5.40
Strongly agree	15	20.27
Agree	37	50.0
Undecided	8	10.81
Total	74	100.0

From the Table 4.10 most (50%) of the employees who had chosen YES agree that the University Management fully participates in ISO training activities. This agrees with Dilshad et al (2012) that the long term commitment to quality by management is key to success of the quality management system in institutionalization. The managers in any institution are always role model and when a new management practice is introduced they should lead by example.

The employees who responded YES were also asked if the university managers inspire employees on ISO based QMS. The results are as indicated in Table 4.11.

Table 4.11: The university management inspires employees on ISO based QMS

Response	Frequency	Percent
Strongly disagree	13	17.56
Disagree	9	12.16
Strongly agree	8	10.81
Agree	35	42.29
Undecided	9	12.16
Total	74	100.0

From Table 4.11 highest proportion (42.29%) of the employees who had chosen YES agree that manager inspires employees on ISO based QMS and this agrees with Mandal (2011) that the distinct role of management in quality improvements encompasses inspiring the people working under them to achieve set goals. When the employees are inspired to work and embrace change, they readily own new management practice and hence successfully institutionalizing it.

The employees who responded YES were also asked if the managers support ISO based QMS activities in the university. The results are as indicated in Table 4.12.

Table 4.12: The university support ISO based QMS activities

Response	Frequency	Percent
Strongly disagree	6	8.1
Disagree	13	17.56
Strongly agree	11	14.86
Agree	36	48.64
Undecided	8	10.81
Total	74	100.0

From Table 4.12 highest proportion (48.64%) of the employees who had chosen YES agree that the university managers support ISO based QMS activities which concurs with Dilshad et al (2012) who pointed out that the management's long term commitment should be reflected by high importance given, consistent in quality improvement polices and resource allocations.

The employees who responded YES were also asked whether the university management lead by example in practicing ISO requirements. The results are as indicated on Table 4.13

Table 4.13: The management lead by example in practicing ISO requirements

Response	Frequency	Percent
Strongly disagree	14	18.91
Disagree	6	8.1
Strongly agree	12	16.21
Agree	19	25.67
Undecided	23	31.08
Total	74	100.0

The results indicate that highest proportion (31.08%) of the employees who had chosen YES are undecided while (25.67%) agree that they lead by example. This may reflect the notion among the employees that they rarely come in contact with the university management. Lastly on this item the employees were asked whether the university management provide the required finances for ISO related training. The results are as indicated on Table 4.14

Table 4.14: The management provide the required finances for training.

Response	Frequency	Percent
Strongly disagree	16	21.62
Disagree	14	18.91
Strongly agree	8	10.81
Agree	26	35.13
Undecided	10	13.51
Total	74	100.0

From the Table 4.14 highest proportion (35.13%) of the employees who had chosen YES agree that the university provides the required finances for ISO related training while (21.62%) strongly disagree that finances are not provided. This agrees with Dilshad et al (2012) that success of the quality improvement should be reflected by high importance the managers give to quality improvement policies.

For the employees who responded NO they were asked to respond to an item on other internal factors which institutionalizes ISO 9001:2008 QMS in the university. The results are as indicated in Table 4.15

Table 4.15: Other Internal Factors which Institutionalizes ISO 9001:2008QMS in the University

Response	Frequency	Percent
Positive introduction and marketing of ISO	18	43.90
Employees involvement at all levels	7	17.07
Change management	10	24.39
Regular briefings on ISO	2	4.87

From the Table 4.15 highest proportion (43.90%) of those employees who had chosen NO stated that positive introduction and marketing of ISO institutionalizes ISO. According to Mandal (2011) strategy making and inspiring people working is key to achieving set goals. Marketing a

management strategy requires a positive introduction so that all the stakeholders to a strategy can accept it.

A one on one interview was conducted on a designated management representative on their commitment towards institutionalization of ISO 9001:2008 QMS and agreed that they support the process through training of employees, establishing an ISO secretariat to coordinate and assist various departments, carrying out audit of the QMS.

4.4.2 Students Response on the Influence of University Management's Commitment in Institutionalization of ISO 9001: 2008 QMS

Students were asked if the university management's commitment influences institutionalization of the ISO 9001:2008 QMS. The results are as indicated in Table 4.16

Table 4.16: Influence of University Management's Commitment in Institutionalization of ISO 9001: 2008QMS

Response	Frequency	Percent
No	51	38.93
Yes	80	61.06
Total	131	100.0

From the Table 4.16 majority (61.06%) of the students who responded agree that the university management's commitment influences institutionalization of ISO 9001:2008 QMS. This agrees with

Weimerskitch et al (1998) that senior managers in an institution are the system's gate keepers and it is only when they open the "gate" to cultural change while (38.93%) of the students disagree that the university management commitment influences institutionalization.

For the students who responded YES they had to respond to statements on Likert scale showing how they perceive the university management on ISO institutionalization. The results are as indicated in Tables 4.17, 4.18, 4.19 and 4.20 respectively.

The students who had responded YES were asked if the university management inspires employees on ISO based QMS. The results are as indicated in Table 4.17

Table 4.17: The University Management Inspire employees on ISO based QMS

Response	Frequency	Percent
Strongly disagree	3	3.75
Disagree	8	10.0
Strongly agree	18	22.5
Agree	44	55.0
Undecided	7	8.75
Total	80	100.0

For the students who had chosen YES most (55.0%) agree that the university management inspires the employees on ISO 9001:2008 QMS which agrees with employees response on the same. Also the students who had responded YES were asked if the university support ISO based QMS activities. The results are as indicated in Table 4.18

Table 4.18: The University Support ISO based QMS Activities

Response	Frequency	Percent
Strongly disagree	3	3.5
Disagree	6	7.5
Strongly agree	12	15.0
Agree	37	46.25
Undecided	22	27.5
Total	80	100.0

From the table 4.18 highest proportion (46.25%) of the students who had chose YES agree that the university supports ISO based QMS activities. The support is key in facilitating the process of institutionalization which agrees with (Anyamele, 2005) that charting the course of the university as an enterprise requires effective leadership to inspire commitment to quality initiatives. The students who responded YES were also asked if the university management actively participate on ISO training activities. The results are as indicated in Table 4.19.

Table 4.19: Management Participate on ISO Training Activities

Response	Frequency	Percent
Strongly disagree	1	1.25
Disagree	10	12.5
Strongly agree	13	16.25
Agree	36	45.0
Undecided	20	25.0
Total	80	100.0

From the Table 4.19 highest proportion (45.0%) of the students who had chosen YES agree that the university management participates on ISO training activities which also agrees with the employees responses. Training of employees on ISO reflects along term commitment the management invests in order to successfully institutionalize ISO 9001:2008 QMS. This agree with Dynan (2001) who points out that for quality to be fully incorporated in an institution's processes there must be real engagement of employees.

Lastly, the students who had chosen YES were also asked if the university management lead by example in practicing ISO requirements. The results are as indicated in Table 4.20

Table 4.20: Management Lead by Example in Practicing ISO Requirements

Response	Frequency	Percent
Strongly disagree	4	5.0
Disagree	12	15.0
Strongly agree	17	21.25
Agree	37	46.25
Undecided	10	12.5
Total	80	100.0

From the table 4.20 highest proportion (46.25%) of the students who had chosen YES agree that the university management lead by example in practicing ISO requirements which concurs with (Grant, 2004) that the approaches adopted by the management in implementation of quality initiatives in higher education institutions is key to institutionalization.

For the students who had responded NO they were asked to respond to an item on other factors which institutionalizes ISO 9001:2008 QMS. The results are as indicated on Table 4.21.

Table 4.21: Other Institutionalizing factors

Response	Frequency	Percent
Involving students on ISO implementation	21	41.17
Improved infrastructure	15	29.4
Monitoring and evaluation	8	15.7
Quality service	7	13.72

From the table 4.21 highest proportion (41.17%) of the students who had chosen NO mention the involvement of students on ISO implementation as another factor which can institutionalize ISO 9001:2008 QMS in the university. Students are beneficiaries of the university services and therefore standardizing the university practices require their input.

4.5 To determine the contribution of Quality Procedures towards Institutionalization of ISO 9001: 2008 QMS

An institution which is ISO certified must have some mandatory procedures such as control of documents, control of records, internal audit, corrective and preventive actions. These documents and procedures establish the processes that make sure that everything is being performed in accordance to ISO 9001:2008 QMS (Karapetrovics et al 1998).

Quality procedures are integral part of ISO 9001:2008 QMS. The researcher wished to know from the respondents the role of university quality procedures towards institutionalization of ISO 9001:2008 QMS. This section presents research objective that sought to determine the contribution of quality procedures towards institutionalization of ISO 9001:2008 QMS. The employees and the students were asked the contribution of the same towards the institutionalization of ISO 9001:2008 QMS.

4.5.1 Employees Response on the Contributions of University Quality Procedures towards Institutionalization of ISO 9001:2008QMS

The employees were asked to respond to an item on the accessibility of quality procedures in the university and the results are as indicated in Table 4.22

Table 4.22: The Quality Procedures Readily Accessible at a Place of Work

Response	Frequency	Percent
NO	55	47.82
YES	60	52.17
Total	115	100.0

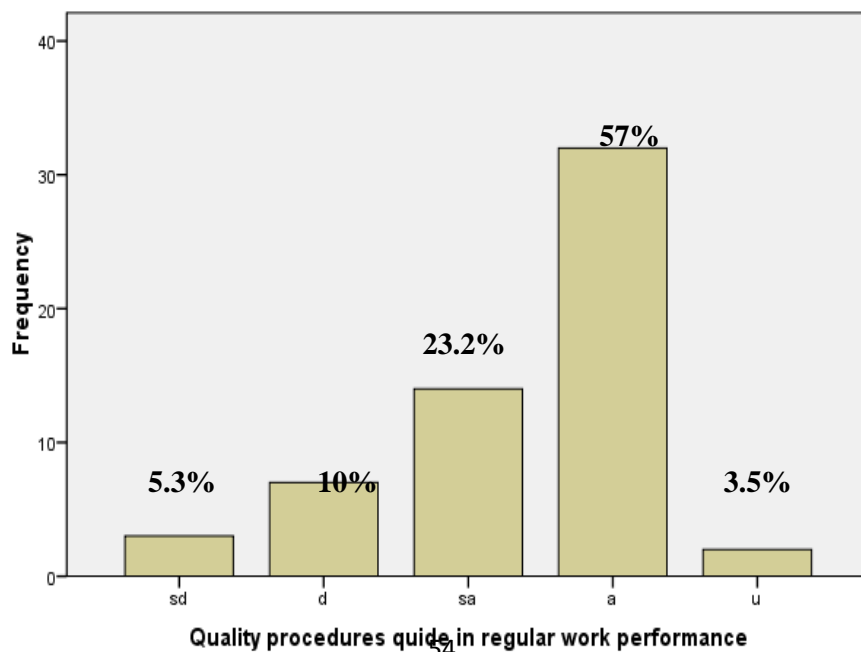
From the Table 4.22 majority (52.17%) of the employees responded YES that they are readily accessible at a place of work, while highest proportion (47.82%) said they are not accessible. For the employees who responded YES, they had to respond to an item in the Likert's scale on the contribution of quality procedures in the process of institutionalization of ISO. The results are as indicated in the following Tables and Figures .

Table 4.23: Quality Procedures Institutionalize ISO

Response	Frequency	Percent
Strongly disagree	4	6.66
Disagree	4	6.66
Strongly agree	15	25.0
Agree	25	41.6
Undecided	12	20.0
Total	60	100.0

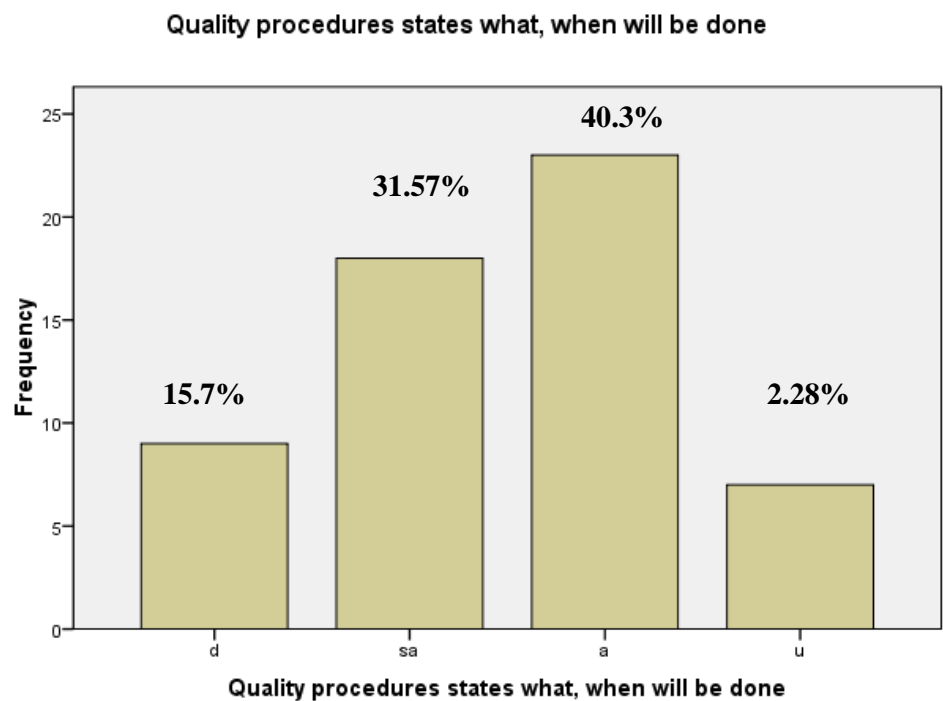
From the Table 4.23 highest proportion (41.6%) of the employees who responded YES agree that quality procedures institutionalizes ISO in the university. These also concurs with Karapetrovics et al (1998) that quality procedures explain in detail who does what, when and where. Similarly, for the same employees who had chosen YES they had to respond to a separate item on whether quality procedures guide in regular work performance. The results are as indicated in Figure 4.1

Figure 4.1: Quality Procedures guide in Regular Work Performance



From the figure 4.1 majority 34(57%) of the employees who responded agree that quality procedures guide in regular work performance which agrees with Fuente (2009) that operative procedures facilitates greater control in an organization. This suggests that the quality procedures explains work related process easier performance of duties by the employees, hence contribution significantly towards institutionalization of ISO 9001:2008 QMS. Also the employees who chose YES were asked to respond to an item on what quality procedures explained. The results are as indicated in the Figure 4.2

Figure 4.2: Quality Procedures explain roles to job holders



From the Figure 4.2 highest proportion 45(40.3%) of the employees who responded agree that quality procedures explains what to be done by the

job incumbent and when the task is to be done. These agrees with Michalska (2009) that documented procedures assure the supervision and makes it possible for efficient management and improvement of work related processes. The employees who had chosen YES were given an item on whether quality procedures are easily understood. The results are as indicated in Figure 4.3

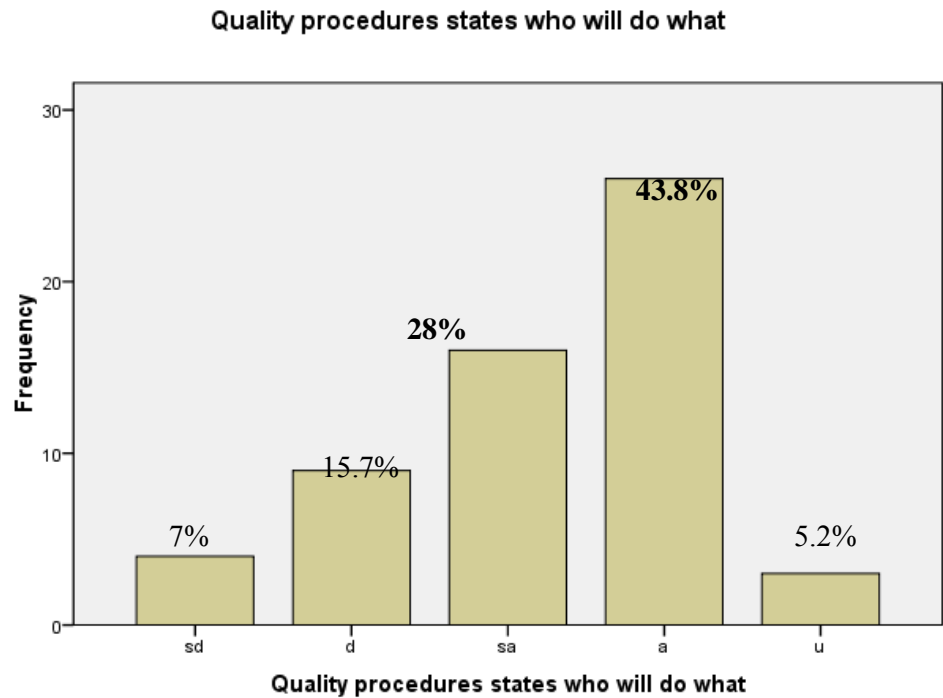
Figure 4.3: Quality Procedures are easily understood



From the Figure 4.3 highest proportion 52(43.3%) of the employees who responded agree that they are easily understood. This gives an advantage to the process of institutionalization of ISO 9001:2008 QMS in the university Most of the sampled employees agreed that quality procedures are easily understood by them. Another item was given to the

employees who had chosen YES and results are as indicated on Figure 4.4

Figure 4.4: Quality Procedures states who will do what



From the Figure 4.4 highest proportion 24(43.8%) of the employees who responded concurs that the quality procedures states who will do what in the work related duties. For the employees who had responded NO they were given an item to respond to on how they follow ISO based QMS without accessing the quality procedures. The results are as indicated in Table 4.24.

Table 4.24: Following ISO based QMS without quality procedures

Response	Frequency	Percent
Do not follow quality procedures	4	7.27
Follow what seniors have designed	20	36.36
Through trial and error	10	18.18
Sharing with trained colleagues	21	38.18

From the table 4.24 highest proportion (38.18%) of the employees who responded NO follow ISO based QMS by sharing with colleagues who have been trained on ISO procedures. This reflects positively on the need for training on ISO in order to improve on the process of institutionalization in the university.

Also an interview of the management representative on the contribution of quality procedures confirmed that quality procedures guide in the process of auditing especially when ascertaining conformity. According to him quality procedures are readily available online.

4.5.2 Students Response on the Contribution of University Quality Procedures towards Institutionalization of ISO 9001:2008 QMS

Students were asked where they regularly see the employees apply ISO based quality procedures and the results are as indicated in Table 4.25

Table 4.25 Where students see employees apply quality procedures

Response	Frequency	Percent
Class attendance	32	24.42
Booking of hostels	29	22.13
Registration of students	40	30.53
Communication of examination results	30	22.90

From the table 4.25 highest proportion (30.53%) of the students who responded normally see the staff apply quality procedures during registration of students, (24.42%) observe the employees apply quality procedures monitor class attendance while (22.13%) observe employees apply quality procedures in booking hostels, (22.90%) observe the employees apply quality procedures when communicating examination results. This indicates that the process and progress of institutionalization is on course. It is almost certain that in the entire area of the university ISO 9001:2008 QMS is felt. The students were also asked to respond to an item on the difficulty in following the university ISO based quality procedures the employees. The results are tabulated in Table 4.26

Table 4.26 Difficulty in Following the Quality Procedures

Complain	Frequency	Percent
NO	91	69.46
YES	40	30.53
Total	131	100.0

From the Table 4.26 majority (69.46%) of the students who responded do not observe the employees complain when applying quality procedures. This indicates that quality procedures are well understood by the employees.

4.6 To Establish the Roles of Quality Policy in Institutionalization of ISO 9001 : 2008 QMS

Institutional objectives are clearly engraved on the quality objectives which are cascaded downwards to all the employees in an institution. Quality policy expresses the quality objectives and the acceptable level of quality of a process (Nyaoga, 2007). To answer the research objective on the roles of quality policy in Institutionalization of ISO 9001:2008 QMS the students and the employees were asked the roles of quality policy in institutionalization process of the same.

4.6.1 Employees Response on the Roles of Quality Policy in Institutionalization of ISO 9001:2008QMS at Maseno University

The employees were asked if quality policy is in place to define what quality is in university. The results as tabulated on the Table 4.27.

Table 4.27: Quality Policy in Place to Define What Constitute Quality in the University

Response	Frequency	Percent
NO	19	16.52
YES	96	83.47
Total	115	100.0

From the table 4.27 majority (83.47%) of the employees who responded attest to the existence of a quality policy in the university. However, (16.52%) are of the contrary. This means that the quality policy is communicated to the entire university fraternity, hence the quality objectives are internalized by the staff which eventually institutionalizes ISO 9001:2008 QMS in the university. For the employees who responded YES they were asked to respond to an item on the roles of quality policy in enhancing commitment towards duty in the university. The results are as indicated in table 4.28

Table 4.28: Quality Policy Enhances Commitment towards duty in the University

Response	Frequency	Percent
Strongly disagree	3	3.12
Disagree	11	11.45
Strongly agree	20	20.83
Agree	50	52.08
Undecided	12	12.5
Total	96	100.0

From the Table 4.28 majority (52.08%) of the employees who responded YES agree that quality policy enhances the Majority of the sampled employees agree that quality policy enhances commitment towards duty. A commitment towards duty is bound to the specific objectives which are broadly derived from the quality policy which is an ISO component. This plays a significant role in the process of institutionalization of ISO 9001:2008 QMS.

Lastly the same employees who had responded YES were given an item to respond to on a Likert scale on the communication of quality policy. The results are as indicated in Table 4.29

Table 4.29: Quality Policy is Communicated to all the employees

Response	Frequency	Percent
Strongly disagree	3	3.12
Disagree	15	15.62
Strongly agree	24	25.0
Agree	53	55.20
Undecided	1	1.04
Total	96	100.0

From the table 4.29 majority (55.2%) of the employees who responded YES agree that quality policy is communicated to all the employees. This is clearly articulated in the Chuka University College QMS manual

which clearly states that the quality policy shall be communicated to the entire employee.

For the employees who responded NO, they were given an item to respond to on how quality in the university is defined in the absence of a quality policy. The results are as indicated on the Table 4.30.

Table 4.30: Definition of quality in the university

Response	Frequency	Percent
Ability to meet targets	10	52.63
Quality university education	4	21.05
Not defined	5	26.32
Total	19	100.0

The data from Table 4.30 shows that majority (52.63%) of the employees who responded NO mention that quality is defined by the ability to meet targets. Target setting is an integral part of institutional competitiveness. This response also indicate that the university employees are aware of their targets.

The results of the interview of the university management representative on the same objectives reveal the same findings. That the quality policy is the pillar in the process of institutionalization of ISO 9001:2008 QMS and every department has the quality policy statement framed in the departmental offices.

4.6.2 Students Response on the Roles of Quality Policy in Institutionalization of ISO 9001:2008QMS at Maseno University

The students were given an item on adherence to quality policy in different sections of the university such as the library, the university clinic and lecturers attendance of classes. The results are tabulated in the Tables 4.31, 4.32 and 4.33 respectively.

Table 4.31: Library

Response	Frequency	Percent
Accessible all the time	46	35.12
Computerized book borrowing	85	64.88

From the Table 4.31 majority (64.88%) of the students who responded concurred that book borrowing has been made much efficient through computerized process which is an indication that adequate resources have been put in place to attain the set target in line with ISO requirements. The students were also asked the adherence to quality policy in the university clinic. The results are as indicated in Table 4.32

Table 4.32: University Clinic

Response	Frequency	Percent
Response to emergency	36	27.49
Availability of drugs	95	72.51

From the Table 4.32 majority (72.51%) of the students who responded cites the availability of drugs in the university clinic as a key indicator of adherence to quality policy. Also the students were asked the adherence to quality policy by lecturers attendance of classes and the results are as indicated in Table 4.33

Table 4.33 Lectures

Response	Frequency	Percent
Checking class attendance	100	76.33
Attending tutorials	31	23.67

From Table 4.33 majority (76.33%) of the students responded that checking class attendants is an indicator of adherence to university quality policy which indicates that university employees are working in tandem to effect the university quality policy even in lecture rooms. Students were also asked if the university quality policy make employees committed to serving students. The results are indicated in Table 4.34.

Table 4.34 Quality Policy Makes Employees Committed to Serving Students

Response	Frequency	Percent
YES	80	61.06
NO	51	38.93
Total	131	100.0

From the table 4.34 majority (61.06%) of the students who responded agree that quality policy make the employees committed to serving the students. The students were also asked if the quality policy has influenced successful institutionalization of ISO 9001:2008 QMS in the university. The results are as tabulated in Table 4.35.

Table 4.35 Quality Policy Influenced Institutionalization of ISO 9001:2008 QMS

Response	Frequency	Percent
Strongly disagree	3	2.29
Disagree	15	11.45
Strongly agree	24	18.32
Agree	88	67.17
Undecided	1	0.76
Total	131	100.0

From the Table 4.35 majority (67.17%) of the students who responded agreed that Quality Policy has influenced institutionalization of ISO in the university which agrees with Nyaoga (2007) that the quality policy provides the framework for reviewing quality and establishing quality objectives. All the departments of the university have the quality policy in place.

The management representative interviewed on the same item confirmed that the quality policy is the pillar in the process of institutionalization of

ISO in the university and every department has the quality policy statement framed.

4.7 To Identify the Challenges the University faces in Institutionalization of ISO 9001:2008QMS in Maseno University

New Management tools or practices, whenever they are introduced in an institution face challenges from many quarters. For example, the employees may oppose the new changes. This section presents the research objectives that sought to identify the challenges the university faces in institutionalization of ISO 9001:2008 QMS. In identifying the challenges the students and the employees were asked to indicate the challenges.

4.7.1 Employees Response on the Challenges of Institutionalization of ISO 9001:2008QMS in Maseno University

Employees were asked to indicate the challenges facing institutionalization of ISO 9001:2008QMS. The results are as indicated in Tables 4.36, 4.37 and Figures 4.5 and 4.6 respectively.

Table 4.36: ISO based QMS is Bureaucratic

Response	Frequency	Percent
Strongly disagree	7	6.08
Disagree	23	20.0
Strongly agree	20	17.39
Agree	41	35.5
Undecided	24	20.86
Total	115	100.0

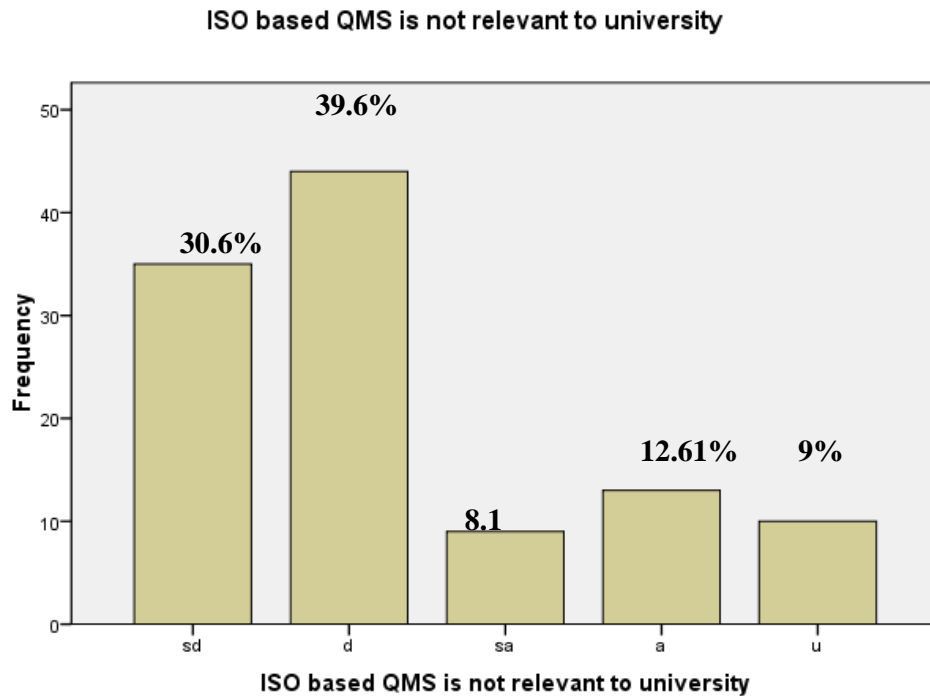
From the Table 4.36 highest proportion (35.65%) of the employees who responded agree that ISO based QMS is bureaucratic. This may be occasioned by the fact that there are many documents, manuals that are mandatory to this QMS. This agrees with Dynan (2001) that ISO based QMS is a bureaucratic driven process. The employees were also asked if ISO based QMS is time consuming and the results are as indicated in Table 4.37

Table 4.37 ISO based QMS is time consuming

Response	Frequency	Percent
Strongly disagree	11	9.50
Disagree	23	20.0
Strongly agree	15	13.04
Agree	43	37.39
Undecided	21	18.26
Total	115	100.0

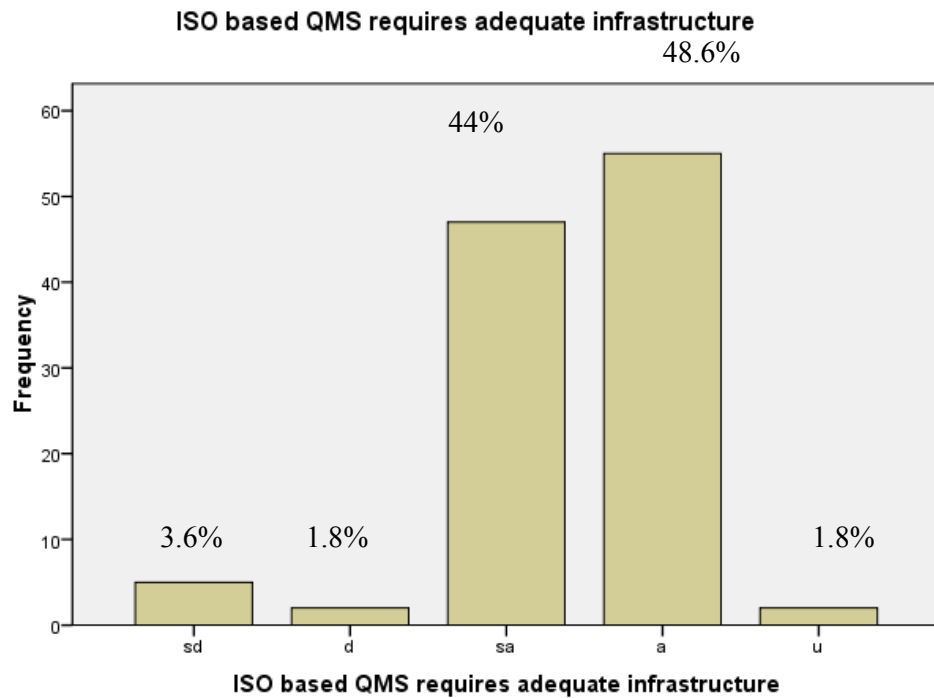
From the Table 4.37 highest proportion (37.39%) of the employees who represented agreed that ISO based QMS is time consuming which is confirmed by numerous paperwork, documents and policies which need constant references to and revision. The employees were also asked if ISO based QMS is not relevant to the University. The results are as indicated in Figure 4.5

Figure 4.5: ISO based QMS is not relevant to University



From the Figure 4.5 highest proportion 45(39.6%) and 35(30.6%) of the employees who responded disagreed and strongly disagreed respectively . This indicates that a number of employees support and embraces ISO based QMS as it might bring some work related benefits to the employees of the University. The employees were also asked whether ISO based QMS requires adequate infrastructure. The results are as indicated in the figure 4.6

Figure 4.6: ISO based QMS requires adequate infrastructure



From the Figure 4.6 highest proportion 50(48.6%) and highest proportion 46(44.0%) of the employees who responded strongly agreed and agreed respectively that ISO based QMS requires adequate infrastructure for successful institutionalization in the university. The infrastructure includes finances and staff training e.t.c

The employees were also asked in their opinion of any other challenge relating to successful institutionalization of ISO based QMS in the University. The results are indicated in table 4.38

/

Table 4.38 Other challenges of institutionalization of ISO in the university

Response	Frequency	Percent
Poor change management	41	35.65
Non involvement	38	33.04
Poor condition between the department	22	19.13
ISO is a tool for witch hunting	14	12.17

From the Table 4.38 highest proportion (35.65%) of the employees cites poor chain management as a challenge of institutionalization while (33.04%) of the employees who responded cites non involvement as another challenge. This agrees with Kaziliumas (2011) who pointed out that failure to start small by institutions can hamper successful quality programs.

The management representative interviewed highlighted the following challenges towards successful institutionalization of ISO 9001: 2008 QMS, number of employees are resistant to change and does not appreciate the positive contributions of ISO based QMS, staff departures especially those trained in ISO auditing and inadequate funding.

4.7.2 Students response on challenges of institutionalization of ISO 9001:2008 QMS in the university

Students were asked in their opinion of any other challenge affecting the process of institutionalization of ISO in the university. The results are as indicated in Tables 4.39, 4.40 and Figure 4.7 respectively.

Table 4.39 Employee complain that ISO based QMS is time consuming

Response	Frequency	Percent
Strongly disagree	6	4.58
Disagree	33	28.69
Strongly agree	20	15.26
Agree	43	32.81
Undecided	29	22.13
Total	131	100.00

From the Table 4.39 highest proportion (32.82%) of the students agree that ISO based QMS is time consuming while (28.69%) of the students disagree that it is time consuming. The students in this case are also beneficiaries hence may not have gone through the process of institutionalization of 150 9001: 2008 QMS.

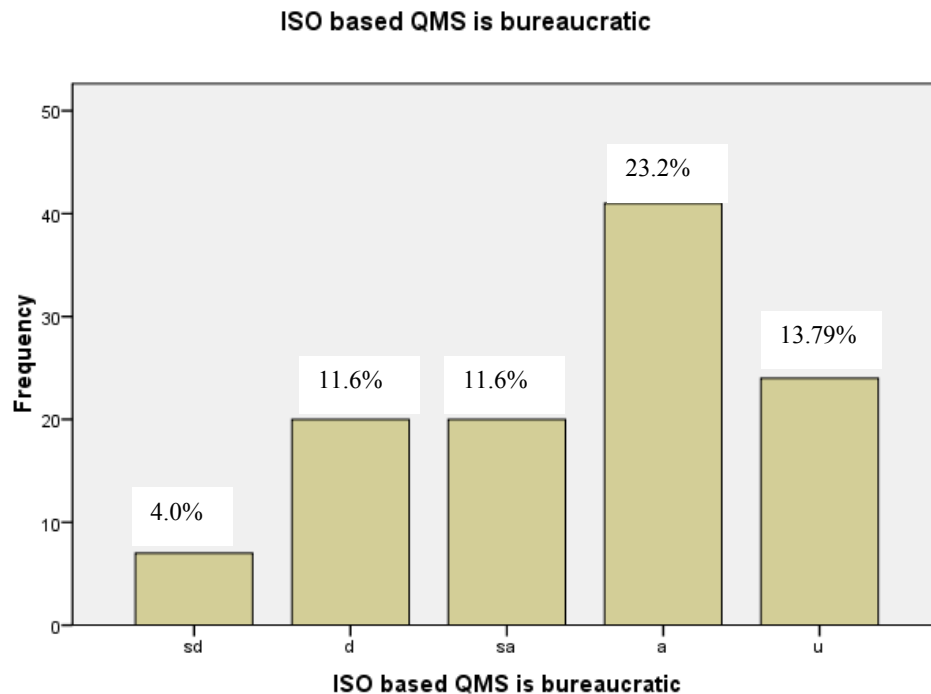
Students were also asked in their opinion of any other challenge related to institutionalization of 150 9001: 2008 QMS in the University / the results are as indicated in Table 4.40

Table 4.40: Other Challenges Related to Institutionalization of ISO based QMS

Response	Frequency	Percent
Aging staff	53	40.45
Over-enrollment	32	24.42
Non-communication of ISO mission	28	21.31
Inadequate infrastructure	18	13.74

From the Table 4.40 highest proportion (40.45 %) of the students who responded cite the aging staff who are not ISO compliant as a challenge to the process of institutionalization of ISO 9001:2008 QMS

Figure 4.7: ISO based QMS is bureaucratic



From the Figure 4.7 highest proportion 49(23.2%) of the students who responded mentioned that it is a bureaucratic QMS 12.79 percent are however undecided on the same, while 11.6 % disagreed and 11.6% strongly agreed.

Although the students are supposed to be the beneficiaries of this management tool, they rarely go through the process of institutionalization and therefore they cannot share on the challenges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study and the conclusions drawn from the findings of the study. Finally recommendations made from findings and suggestions for further research are presented.

5.2 Summary of the study

The study investigated internal factors influencing institutionalization of ISO 9001: 2008QMS in the management of universities: A case of Maseno University. In order to carry out the study, research questions were formulated from the research objectives which covered the following areas; to establish the influences of university management's commitment in institutionalization of ISO 9001:2008QMS; determining the contributions of quality procedures towards institutionalization of ISO 9001:2008QMS; establishing the roles of quality policy on institutionalization of ISO 9001:2008QMS, and identifying the challenges the university faces in institutionalization of ISO 9001:2008QMS.

Literature were reviewed so as to elaborate the various aspects of quality management, quality procedures, quality management systems, quality policy and the process of institutionalization of the same. Challenges of institutionalization was also reviewed in-depth. Influence of university

management's commitment on institutionalization of ISO 9001:2008QMS was also reviewed.

The study adopted a case study design targeting Maseno University employees and students making a sample of 378 in number. Non probability purposive sampling was used to get the sample from the target population. Data was collected through the use of two sets of questionnaires one for the employees another for the students. An interview guide was also used to conduct an interview on the management representative of the university.

5.3 Summary of the study

The findings are summarized according to the themes derived from the research questions.

5.3.1 Influence of university management's commitment in institutionalization of ISO 9001: 2008QMS at Maseno University

The findings revealed that majority of the employees and students sampled agreed that the university management's commitment has influenced institutionalization of ISO 9001:2008QMS. This means that the input of the university management towards institutionalization of ISO 9001:2008QMS is clear among the employees and the students. Students and employees sample agreed that university management inspire employee, supportive on ISO based QMS activities, participate on ISO training activities and lead by example in practicing ISO

requirements. This means that the university management is crucial in the process of institutionalization of ISO 9001:2008QMS in the university.

To complement the university management in institutionalization of ISO 9001:2008QMS, the sampled students and employees noted that positive introduction, marketing of ISO and the involvement of students and employees would successfully institutionalize ISO 9001:2008QMS in the university.

5.3.2 Contribution of University Quality Procedures towards Institutionalization of ISO 9001:2008QMS

The findings on the contributions of university quality procedures towards institutionalization of ISO 9001:2008QMS revealed that the quality procedures are readily accessible at the place of work. Majority of the sampled employees agreed that the quality procedures guide in regular work performance, states what, when will be done, are easily understood, state who will do what and institutionalizes ISO based QMS. Students regularly see the university employees referring to the quality procedures in the following areas, class attendance, booking of hostels, registration of students and in communication of examination results.

Employees who cannot access quality procedures at work place pointed out that they also access quality procedures by sharing with the trained colleagues training experience on quality procedures. That following

quality procedures is not difficult is confirmed by the majority of the students that employees do not complain when following the quality procedures in their areas.

5.3.3 Roles of Quality Policy in Institutionalization of ISO 9001:2008QMS

It was found out that quality policy has been put in place in the university so as to define what constitute quality in the university, majority of the employees responded that quality policy is in place. Majority of them agreed that quality policy enhances commitment towards duty, is communicated to all the employee, influences institutionalization of ISO based QMS in the university.

Students attest the adherence to quality policy in the library, university clinic, lectures and majority of them cites prompt services. This revealed that quality policy is guiding service delivery in the university and there by institutionalizing ISO 9001:2008QMS.

Whereas majority of the employees acknowledges the existence of a quality policy, some who are on the contrary think that quality in the university is defined by the ability to meet set targets as well as quality university education.

Majority of the students think the university quality policy makes employees committed to serve the students. Majority of the students feels that if the right policy is put in place it will make it easy for the university to institutionalize ISO 9001:2008QMS.

5.3.4 Challenges of Institutionalization of ISO 9001:2008QMS in Maseno University

The findings on the challenges the university faces in the process of institutionalization of ISO 9001:2008QMS is not an easy task as there are a number of challenges found. Some of the challenges includes the idea that ISO 9001:2008 QMS is bureaucratic Quality Management System which may slow work delivery, it is a time consuming Quality Management System; inadequate infrastructure to fully roll out the system so as to successfully institutionalize. Other challenges cited by the respondents include poor coordination between university departments, aging employees who are mostly not ISO complaint.

5.4 Conclusions

On the basis of the findings, the following conclusions were made:

The university management's commitment is fundamental in institutionalization of ISO 9001:2008 QMS in the university. The commitment can be seen in terms of inspiring employees on ISO based QMS, supporting ISO based QMS activities in the university, participating on ISO training and leading by example in practicing ISO requirements.

It was also found out that quality procedures contributions towards institutionalization of ISO 9001:2008QMS is immense. Quality procedures guide the employees on regular work performance and thereby eliminate shoddy service delivery. Quality procedures guide on

what to be done and by whom which remove service delivery lapses. Also it was found out that quality procedures in the university are easily understood. Therefore based on the findings the quality procedures institutionalizes ISO 9001:2008QMS.

It was also found out that quality policy in the university enhances employees commitment towards duty. This commitment towards duty is key in the process of institutionalization of ISO 9001:2008QMS.

Finally, a number of challenges the university faces in institutionalization of ISO 9001:2008QMS were found. They include; poor change management, favourism, selection of employees for ISO training, non involvement of employees and students and poor coordination between different departments.

5.5 Recommendations

The following are recommendations by the researcher to the Commission on University Education, University Management, Ministry of Education, Employees and students of Maseno University.

The University management should develop a mechanism of translating the management commitment into individual employee commitment in order to successfully institutionalize the quality management system. The university should tailor the quality procedures so as to suit the needs and process of different departments. Also the university should establish difficulties facing the staff in translating quality policy into

realizable work related goals. Lastly, the university should establish a mechanism of detecting the challenges of institutionalization of ISO 9001:2008 QMS early enough.

5.6 Suggestions for Further Research

From the findings, the following suggestions are recommended for further research:-

- i. A study on the contributions of internal marketing of ISO 9001:2008 QMS before implementation in the University.
- ii. A study on the factors affecting the coordination of ISO 9001:2008QMS between the university departments.
- iii. A survey on factors influencing institutionalization of ISO 9001:2008 QMS in private universities in Kenya.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

Maritim R. K,
University of Nairobi
P.O. Box 30197-00100
NAIROBI

To,
Vice Chancellor,
Maseno University.

Dear Sir/Madam,

Re: Participation in Educational Research Study.

I am Maritim Robert, a post graduate student of Education at University of Nairobi, undertaking a research study **on internal factors influencing institutionalization of ISO 9001:2008 QMS in universities: A case of Maseno University.** Your institution was selected to participate in the above study. The information that will be given will be useful in meeting the objectives of the study. The participant's identities will be confidential.

Yours assistance will be highly appreciated.

Yours sincerely,

Maritim Robert K.

E55/66205/2010

APPENDIX 2

EMPLOYEES' QUESTIONNAIRE

Instructions

The questionnaire below is used to collect data purely for academic purpose on internal factors influencing institutionalization of ISO 9001:2008 QMS in the management of universities. A case of Maseno University. Please fill in the blank spaces provided.

(a) Demographic Information *(kindly tick where appropriate)*

1. Age

55 and above () 45-54 ()

35-44 () 34-25 ()

Below 24 ()

2. Sex Male () Female ()

3. How long have you worked in the university?

Below 3 years () 5 years ()

10 years () Over 10 years ()

4. Level of education

Diploma () Bachelors ()

Masters () Ph. D ()

5. State the department attached in the university (specify)

(b) University Management's Commitment influence on institutionalization of ISO 9001:2008 QMS

6. Is the university management's commitment influences institutionalization of ISO 9001:2008 QMS? (*Tick where appropriate*) Yes () No ()

If yes, move to item 7, if no, move to item 8.

Using the likert scale statement provided below tick✓()the responses below accordingly

sd- strongly disagree d – disagree u– undecided
a – agree sa – strongly agree

7. Statement

	SD	D	SA	A	U
The university management inspire employees on ISO based QMS.					
Are supportive on ISO based QMS activities.					
Management participate on ISO training activities					
Management lead by example in practicing ISO requirements					
Management provide the required finances for training.					

8. If the university management’s commitment does not influence institutionalization of ISO 9001: 2008 QMS, what can institutionalize the same in the university?

(c) Contributions of University Quality Procedures towards institutionalization of ISO 9001:2008 QMS

9. Are the University quality procedure on ISO 9001:2008QMS readily accessible at your work place? (Tick where Appropriate)
Yes () No ()

If yes move to item 10, if no move to item 11

Using the likert scale statements provided below tick the appropriate responses accordingly.

*sd- strongly disagree d – disagree u– undecided
a – agree sa – strongly agree*

10. Statement

	SD	D	SA	A	U
The quality procedures guide in regular work performance					
Quality procedures states what, when will be done					
Quality procedures are easily understood					
Quality procedures states who will do what					
Quality procedures institutionalize ISO based QMS					

11. If the university quality procedures are not accessible, how do you follow ISO based QMS (specify)

(d) Role of Quality Policy on institutionalization of ISO 9001: 2008 QMS

12. Is the quality policy in place to define what constitute quality in the university? Yes () No ()

If yes move to item 13, if no move to item 14

Using the likert scale statements provided below tick the appropriate responses accordingly.

sd- strongly disagree d – disagree u– undecided
a – agree sa – strongly agree

13. Statement

	SD	D	SA	A	U
Quality policy enhances commitment towards duty in the university.					
Quality policy is communicated to all the employees.					
Quality policy influences institutionalisation of ISO based QMS in the university.					

14. If the quality policy is not in place, how is quality in university defined? (specify)

(e) Challenges of institutionalization of ISO 9001:2008 QMS in the University

Using the likert scale statements provided below tick the appropriate responses accordingly.

sd- strongly disagree d – disagree u– undecided
a – agree sa – strongly agree

15. Statement/challenge

	SD	D	SA	A	U
ISO based QMS is bureaucratic process.					
It is a time consuming quality management system.					
It is not relevant to university.					
It requires adequate infrastructure.					

16. Any other challenge relating to institutionalization of ISO based QMS? (specify)

Thank you for taking time to fill the questionnaire.

APPENDIX 3

STUDENTS' QUESTIONNAIRE

Instructions

The questionnaire below is used to collect data purely for academic purpose on internal factors influencing institutionalization of ISO 9001:2008 QMS in the management of universities. A case of Maseno University. Please fill in the blank spaces provided.

(a) Demographic Information *(kindly tick where appropriate)*

1. Age in years

45-54	()	35-44	()
34-25	()	24 -15	()

2. Sex Male () Female ()

3. Year of study

First year	()	Second year	()
Third year	()	Fourth year	()
Post graduate	()		

(b) Influence of university management's commitments to institutionalization of ISO 9001: 2008QMS.

4. Do you think the university management commitments has influenced successful implementation of ISO 9001:2008 QMS?

Yes () No ()

If yes, move to item 5, if no move to item 6.

Using the likert scale statement provided below tick (√) the responses below that correctly states your opinion on statement items provided.

sd- strongly disagree d – disagree u – undecided
a – agree sa – strongly agree

5. Statement

	SD	D	SA	A	U
The university management inspire employees on ISO based QMS.					
Are supportive on ISO based QMS activities.					
Management participate on ISO training activities					
Management lead by example in implementing ISO requirements					

6. If the university management’s commitments has not influenced successful implementation, in your opinion what can successful institutionalize ISO 9001:2008 QMS in the university?

(c) Contributions of quality procedures towards institutionalization of ISO 9001:2008 QMS.

7. Where do you see the employees referring to quality procedures in the university? (specify)

8. Do employees complain of the difficulty in following the quality procedures?
(specify)

(d) Roles of quality policy in institutionalization of ISO 9001:2008 QMS.

9. How do employees adhere to university Quality Policy in the following areas
Library(specify)

University clinic (specify)

Lecturers (specify)

Other (specify)

10. Do you think the university Quality policy makes employees committed to
serving students in the university? (Specify)

11. In your own opinion, has the quality policy influenced successful
institutionalization of ISO 9001:2008 QMS in the university? (specify)

(e) Challenges of institutionalization of ISO 9001:2008 QMS in the university.

Using the likert scale statement provided below tick (✓) the responses below accordingly

sd- strongly disagree d – disagree u – undecided
a – agree sa – strongly agree

12. Statement

	SD	D	SA	A	U
Employees complain that ISO based QMS is bureaucratic.					
Employees complain that ISO based QMS is time consuming.					
Employees complain that ISO based QMS is not relevant to university.					

13. Any other challenge related to institutionalization of ISO 9001:2008 QMS in the university? (specify)

Thank you for taking time to fill the questionnaire

APPENDIX 4

INTERVIEW GUIDE FOR THE MANAGEMENT'S REPRESENTATIVE

Date:.....

Interviewer:.....

1. How do you support the process of institutionalization of ISO 9001: 2008 QMS in the university?
2. How does the quality procedures established by the university support ISO 9001:2008 QMS institutionalizes the standard in the university?
3. How do you make the relevant quality procedures available to all the employees in the university?
4. How is the university quality policy communicated to all the employees?
5. How does the university quality policy institutionalize ISO 9001: 2008 QMS?
6. What are the challenges the university faces in institutionalization of ISO 9001:2008 QMS?

APPENDIX 5

LETTER OF APPROVAL



Letter of introduction

Maritim R. K.
P. O Box 252.
Kericho.

To,
Vice Chancellor,
Maseno University.

Dear Sir/Madam.

Re: Permission to conduct a research

I am Maritim Robert, a post graduate student of Education at University of Nairobi, undertaking a research on internal factors influencing institutionalisation of ISO 9001:2008 QMS in universities: A case of Maseno University. Your institution was selected to participate in the above study. The information that will be given will be useful in meeting the objectives of the study. The participant's identities will be confidential.

Your assistance will be highly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to be "Maritim Robert K.", written over a horizontal line.


Maritim Robert K.

PA
Approved
Reply response
J. W. Mwangi
VC
11-6-13

APPENDIX 6

AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 767 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/681** Date: **15th May, 2013**


Robert Kiprob Maritim
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **30th April, 2013** for authority to carry out research on "*Internal factors influencing institutionalisation of ISO 9001:2008 QMS in the management of universities; A case of Maseno University.*" I am pleased to inform you that you have been authorized to undertake research in **Kisumu District** for a period ending **30th June 2013**.


You are advised to report to **the Vice Chancellor, Maseno University** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The Vice Chancellor,
Maseno University



"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX 7

RESEARCH PERMIT

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

PAGE 2 PAGE 3

Research Permit No. **NCST/RCD/14/013/681**

THIS IS TO CERTIFY THAT: Date of issue **15th May, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution Fee received **KSH. 1,000**

Robert Kiprob Maritim

of (Address) **University of Nairobi**

P.O Box 30197-00100, Nairobi

has been permitted to conduct research in

Kisumu Location **District**


Nyanza Province

on the topic: Internal factors influencing

institutionalisation of ISO 9001:2008 QMS

in the management of universities: A case

of Maseno University.



for a period ending: 30th June, 2013.


Applicant's Signature For: Secretary

National Council for Science & Technology

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK605543m110/2011 (CONDITIONS—see back page)